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ABSTRACT

The Arizona Head Start Association is a federation of public and private organizations that provide Head Start programs and work to improve the conditions of children in the state. This annual report describes the operation of the Head Start program in Arizona for 2000-2001. Beginning with an introductory letter from the president of the Arizona Head Start Association, the report is organized in four parts. Part 1 presents the mission of the Arizona Head Start Association and delineates enrollment figures for regional, migrant, and Indian Head Start agencies for 2000-2001. Part 2 describes the effects of poverty and discusses the importance of early learning programs for at-risk children's intellectual and social development, health, and family functioning. Part 3 provides an overview of the operation of Head Start, including highlights of the performance standards for early childhood development, child health services, family and community partnerships, program design and management, and compliance. This section describes Head Start programming in Arizona, including program characteristics and family characteristics. Part 4 focuses on the accomplishments of the Arizona Head Start Association, highlighting activities to strengthen the association, monitor Head Start quality and outcome, study the Head Start facility capacity, improve the grantee and state systems through a community assessment, expand professional development opportunities, and improve early childhood programming in the state through the operation of the Head Start Collaboration Advisory Council. Appended is a list of the grantee and delegate agencies for 2000-2001. (KB)

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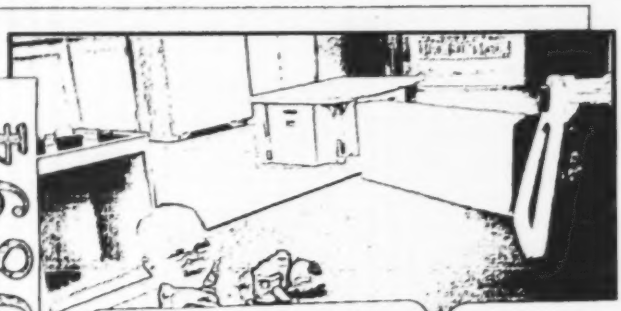
Head Start in Arizona



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Annual Report 2001

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Shaping Arizona's Future

Arizona Head Start Association
Annual Report 2001

The Arizona Head Start Association Annual Report 2001 is made possible by a grant from the Arizona Governor's Division for Children and Youth and the Head Start Collaboration Council.

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April 2002

Dear Friends and Colleagues,

From the pine trees of northern Arizona to the saguaro cactus of the Sonoran dessert, From the OK Corral in Tombstone to the territorial prison in Yuma, From the White River- Apache, the Window Rock - Navajo, the Kykotsmovi - Hopi, and the Tohono O'Odam on the southern border, Gila River, Colorado River, Salt River, Cocopah, Pasqua Tribes, From heights of Montezuma's Castle to the bottom of the Grand Canyon, and, every metropolitan city and rural county...Arizona's Tribal, Migrant, and Regional Head Start and Early Head Start programs serve the families of our communities.

The 2001 Arizona Head Start Association's Annual Report is in your hands. It is informative and educational. There are 20,000 income-eligible children that are served in Head Start and Early Head Start programs (0-5) throughout the state. This figure represents only 20-30% of the children who qualify for the program. The Arizona Head Start Association is committed to helping shape Arizona's future by working to improve the quality of and access to early childhood education, health services and family support throughout the state.

The Report provides information that is beneficial to you whether you are a professional, a parent, a policy-maker, or an interested child advocate. It is our hope that you will use this report to promote safe, healthy, responsible, and stable families.

The Association welcomes your advice, comments, and concerns. Please feel free to visit our web site, call, or write us. Association membership is available to all of our community and collegial friends to share in the commitment to improving the quality of life for all of us.

Sincerely,

Dr. Kathy Hayden, President
Arizona Head Start Association

PART ONE

About the Arizona Head Start Association

The Arizona Head Start Association (AHSA) is a federation of public and private organizations providing Head Start programs and working to improve the condition of children in the state of Arizona.

The mission of AHSA is to:

- **Serve**—ensure the delivery of quality comprehensive services to young children and their families
- **Promote**—advance Head Start as a leader in providing quality comprehensive programs for young children and their families, and
- **Provide**—provide services for the benefit of its members.

AHSA membership includes all seven regional Head Start grantees, 11 out of the 14 delegate agencies, six out of 12 Arizona Tribal grantees, and the Migrant grantee.

Incorporated in 1995, AHSA is guided by a volunteer Board of Directors composed of Head Start agency directors, staff, and parents. AHSA has four standing committees—health and disabilities, research and evaluation, training, and government affairs. These committees consider program and policy developments that affect Head Start families and programs, exchange information among members, act as liaisons to the early childhood community, and work to improve Head Start services.

Funding for AHSA studies, projects, and training activities is provided from member dues and from Head Start Collaboration grant funding, administered by the Governor's Division for Children, Arizona Head Start Collaboration Project.

Arizona Head Start Board of Directors 2001-2002

Dr. Kathy Hayden, President
Karen Easley, Vice President
Linda Brown, Secretary
Maggie Molloy, Treasurer

Table 1. Arizona Head Start—Facts at a Glance 2000-2001

	Regional Head Start Agencies	*Migrant Head Start Agency*	*Indian Head Start Agencies*	*Total*
Children Enrolled	13,453	616	7,806	21,875
% under age 3	4.9%	14.9%	19.2%	10.3%
% ages 3 or older	95.1%	85.1%	80.8%	89.7%
Number of Classes	542	41	225	808
Number Staff	2,251	123	1,116	3,490
Number Volunteers	26,366	630	4,606	31,602

Data from Program Information Report 2000-2001. Represent data from 27 Head Start agencies, the Migrant Head Start agency, and nine Indian Head Start agencies.

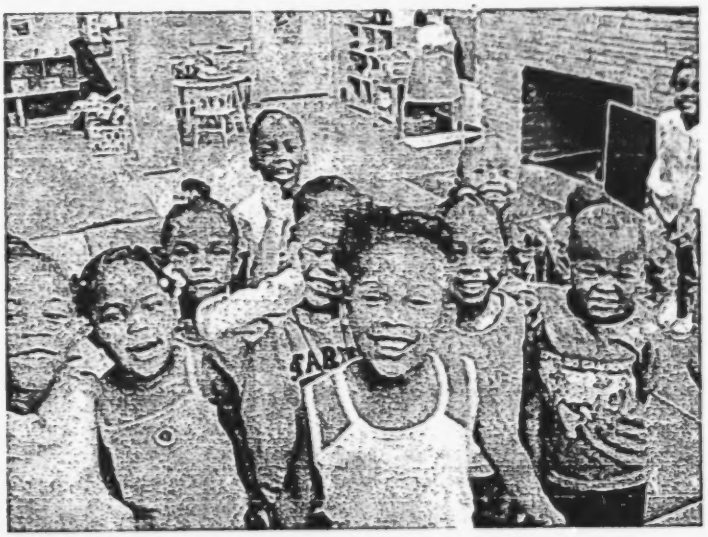
PART TWO

The Importance of the Earliest Years

One of our best investments—as parents, community members, and policymakers—is to make sure that each child receives a good start in life. A preponderance of scientific studies now show just how important the earliest weeks, months, and years of a child's life are to later development. These findings and their related cost-benefits have been summarized most recently in "Neurons to Neighborhoods," published by the National Academy of Sciences.

Unfortunately, many children—particularly those from low-income families—are at greater risk of starting off life behind their peers and not receiving the benefits of a well-nurtured early childhood.

Fortunately, high quality early childhood programs—including Head Start—can help our most at-risk children and families receive the additional support necessary to ensure that they grow up healthy, secure, and better prepared for school.



The Effects of Poverty

The primary goal of the Head Start program is to help poverty-level families improve the life chances of their children through a comprehensive, high-quality early learning program.

Poverty has a detrimental and long-lasting effect on children. Research indicates that, in comparison to non-poor peers, children who grow up in poverty are[1]:

- more likely to have a learning disability
- nearly twice as likely to be in fair or poor health
- twice as likely to repeat a grade in school
- twice as likely to become a high school dropout, and
- nearly ten times as likely to experience hunger.

Clearly, growing up in poverty has a negative impact on a child's intellectual, social, and health outcomes. But the impact of poverty extends further than childhood. When children do not receive a good start in life, they are at greater risk of experiencing problems as teens and adults. This is even more important in a state like Arizona that struggles with some of the highest teen pregnancy and high school dropout rates in the nation.

The Importance of Early Learning Programs

Research indicates that early learning programs, including Head Start, can improve the educational, social, and health outcomes of poor children. By helping parents acquire skills and providing children with an enriched environment, early learning programs can address a number of potential problems.

As one of the most studied federal programs, Head Start has participated in literally hundreds of research studies. The results of these research studies find that the best of programs can help at-risk children address intellectual, social, and health problems as well as help parents develop the skills they need to succeed.

Intellectual: In the earliest weeks, months, and years of a child's life, the brain is laying down and fine tuning the "wiring" that helps a child learn to read, do math problems, and reason. Research indicates that:

- The percentage of Head Start children scoring at or above national averages on word knowledge increased 40% during one program year.[2]
- Head Start closes over one-third of the cognitive development "gap" between children attending the program and their more economically advantaged peers.[3]
- Head Start children showed good academic progress in the first four years of school, with the greatest gains in the first two years.[4]
- Children who attend Head Start are less likely to fail a grade in school or to be assigned to special education classes than children who did not attend.[5]

Social: The idea that very young children are engaged in the process of learning may be hard for some to believe. But to be successful in school, very young children must develop a "school literacy" more basic than recognizing letters and numbers. In other words, they must learn "how to learn"—how to behave appropriately, how to ask for what they want, how to know when to be patient or persistent, and so on. This emotional development is a critical foundation for continued intellectual growth. Research indicates that:

- When teachers are asked to rate the social behavior and social skills of students, the average Head Start student showed a significant gain in skills in just one year.[6]
- Parents report Head Start children getting along better with family and peers after just one year of Head Start.[7]

Health: Good health and hygiene practices at an early age are fundamental to laying the ground work for good health practices and avoiding health problems later in life. Research indicates that:

- Head Start participation provides a meaningful improvement in general physical health. Children in the program have lower incidence of pediatric problems than non-Head Start children and a level of health comparable to more advantaged children.[8]
- Preschool age children are 8% to 11% more likely to be immunized if they attended Head Start.[9]

Parents and Families: The best early learning programs recognize the critical role that parents play in helping to educate and care for their children and involve them as partners in programming while working to improve their parenting, education and leadership skills. Research indicates that:

- More than two-thirds of Head Start parents reported reading to their children at least three to five times a week.[10]
- Early Head Start two-year-olds live in home environments that were more likely to support and stimulate intellectual development, language and literacy.[11]
- Early Head Start families were more likely to attend school or job training and experienced a reduction in parental stress and family conflict.[12]
- Head Start parents were less likely to be pregnant during the year following Head Start and they had a greater likelihood of paid employment.[13]

"This is a great program because parents are involved in a great deal of the decisions made about the school. We have a voice on what will happen with of course, our children, but also with the monies and the school. It makes us (the parents) feel important and capable. It's a great program.

PART THREE

Head Start: An Overview

Established by Congress in 1965, Head Start is an educational program designed to meet the needs of low-income children ages three to five and their families. In 1994 Congress created the Early Head Start program, which expands the benefits of Head Start to low-income families with children under age three and pregnant women.

Building on decades of research on effective early childhood interventions, the overall goal of Head Start is to bring about a greater degree of social competence in preschool children from low-income families. "Social competence" describes the child's everyday effectiveness in dealing with both the present environments and later responsibilities in school and life.[14]

To achieve this goal, Head Start utilizes a comprehensive service approach, including four major areas:

- Early childhood development
- Child health services
- Family and community partnerships
- Program design and management

Each of these elements can and must operate in an individual Head Start program to ensure that it is effective in reaching poor children and helping them build the skills necessary to start school ready to learn.

Performance Standards

More than 2,000 federal performance standards have been developed to help local Head Start agencies ensure that they are addressing each of these four critical areas. Below are some highlights:

Early Childhood Development: Head Start's educational program is designed to meet the needs of each child, the community served, and its ethnic and cultural characteristics. Each child receives a variety of learning experiences to foster intellectual, social and emotional growth.

- Ensure that learning environments are developmentally and linguistically appropriate.
- Implement a curriculum that individualizes experiences, integrates the educational aspects of all program areas, helps to develop children's social relationships, enhances each child's understanding of self, and provides for the development of the whole child.

Child Health Services: Head Start has a long standing commitment to wellness—for children, families, and staff. To ensure that health problems are identified and treated, Head Start programs work to bring health resources on site as well as to connect families with health resources in the community.

- Ensure that all Head Start children have a "medical home," which guarantees that these children have an accessible source of continuous, ongoing health care.
- Follow good hygiene and sanitation practices, using universal precautions.
- Establish and implement policies and procedures to respond to medical and dental emergencies.
- Work with families to identify children's nutritional patterns and needs.

- Work with parents to identify mental health concerns and support their participation in any interventions.
- Secure the services of mental health professionals for further assessment and intervention if family and staff have concerns about a child's mental health.

Family and Community Partnerships: An essential part of Head Start is the involvement of parents and community partners in education, program planning, and operating activities.

- Work with families to establish goals, strengths, and necessary services and supports.
- Discuss the roles that staff and family will play in addressing goals.
- Work with parents to identify and access services and resources that are responsive to each family's interests and goals.
- Ensure that parents and children are provided opportunities to participate in family literacy activities, either directly or through community partners.
- Take an active role in community planning and establish ongoing collaborative relationships with community organizations to promote early learning support services.

Program Design and Management: High quality early childhood programs must be well managed in order to ensure program quality and stability.

- Establish and maintain a formal structure of shared governance in policymaking or in other decision-making about the program.
- Use parent committee to advise staff in developing and implementing policies, activities and service plans.
- Establish and maintain efficient and effective record keeping and reporting systems which provide accurate and timely information regarding children, families and staff.
- Provide a physical environment that is conducive to learning and reflective of the different stages of development.

Compliance: To ensure that Head Start programs meet these requirements and the others outlined in the Performance Standards, agencies are required to conduct annual, external program and financial audits. In addition, representatives of the U.S Department of Human Services, Region IX conduct a local program review every three years. The purpose of this rigorous monitoring process is to ensure that Head Start grantees provide high quality, comprehensive services to the children they serve.

For more information on Program Standards and compliance issues see Head Start Program Regulations at www2.acf.dhhs/programs/hsb/regs/rg_index.htm#progperf.

"Volunteering in the classroom has given me ideas and ways on how to educate my child through her every day play activities."

Head Start Program Options

Depending on local needs and assets, Head Start agencies can choose from several program options. These options include[15]:

Ages of Children

Early Head Start—serving pregnant women and children ages birth to three

Head Start—serving children ages three to five

Program Location

Center Based—operating in a community center, school, government building or other location

Home Based—providing head start services in a family's home

Combination of home and center based

Length of Day

Part-day—lasting six or fewer hours per day

Full-day—lasting six or more hours per day

Head Start Program Eligibility

Eligibility for Head Start is determined by income guidelines set by the U.S. Department of Health and Human services, Administration for Children and Families. To participate in Head Start families must be at or below the federal poverty line. The poverty line is adjusted annually in accordance with changes in the Consumer Price Index.

Table 2. 2001 Head Start Income Eligibility

Size of Family	Income
2	$11,610
3	$14,630
4	$17,650
5	$20,670

Head Start programs have the capacity to enroll children whose family's income exceeds the income eligibility requirements if the child or family present risk factors, such as substance abuse, domestic violence, significant medical problems. Up to 10% of enrollment can be made of up families that exceed the income eligibly requirements.

For more information on eligibility see the Head Start Information Memorandum regarding income guidelines at: http://www.headstartinfo.org/publications/im01/im01_03.htm

Community Contributions

Federal Head Start regulations require Head Start agencies to secure a 25% match from local sources. For example, for every $1 million secured in federal grants, the Head Start agency must secure $250,000 in local matching funds. This match, often referred to as "in-kind contributions," demonstrates tangible support by the community for local Head Start programs. Examples of in-kind contributions include cash donations, volunteer hours, donated facilities, and classroom materials.

Head Start Programming in Arizona

Head Start and Early Head Start programs in Arizona are administered by a network of community-based nonprofit corporations, Indian Reservation Governments, local governments, and school districts.

Federal funds for the Head Start program flow from the federal government directly to the local Head Start grantee. The federal Head Start Bureau is a division of the Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services (DHHS). Ten regional offices administer the Head Start grants. Arizona is located in Region IX, which is headquartered in San Francisco. The American Indian Programs and the Migrant Programs are managed by branches of the federal Head Start Bureau in Washington, D.C.

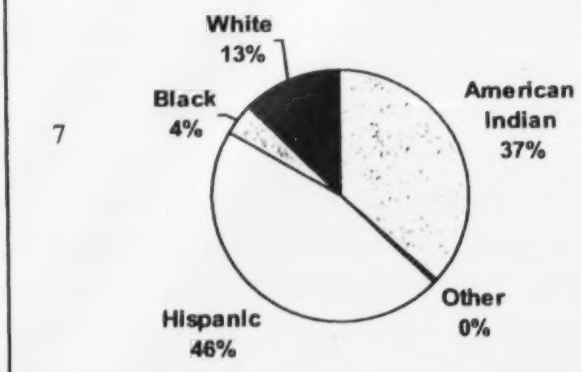
The information below provides an overview of Arizona program characteristics, and children and families served based on Program Information Reports[1] for the 2000-2001 Program Year:

Program Characteristics

- More than 37 agencies administer Head Start services in 476 locations across Arizona.
- These programs offer 808 classes to more than 21,800 Arizona children.
- 31% of children are in part-day programs that operate five days per week and 46% of children are in center-based programs.
- More than 31,600 individuals volunteered in Arizona Head Start programs—including 21,841 current or former Head Start parents.

[1] These data represent reports submitted by 27 Head Start agencies, 1 Migrant agency (Chicanos por la Cuasa) and 9 American Indian agencies (Salt River Head Start, Pascua Yaqui Head Start, The Navajo Nation Head Start, Tohono O'Odahm Nation, San Carlos Head Start, White Mountain Apache, Hopi Head Start, CRIT, and Cocopah Tribal Council)

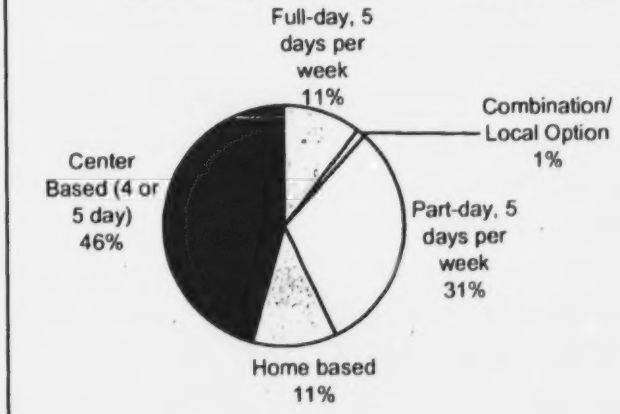
Chart 2. Ethnicity of Head Start Children



Characteristics of Children

- **Ages of Children**: Of children enrolled in Arizona Head Start, 2% are age 1 or under, 35% are 2 or 3 years old, and 62% are ages 4 or older.
- **Ethnicity of Children**: 46% of Head Start students are Hispanic, 37% American Indian, 13% White, and 4% Black.
- **Dominant Language of Children**: 63% speak English, 32% speak Spanish, and 4% speak an American Indian language.

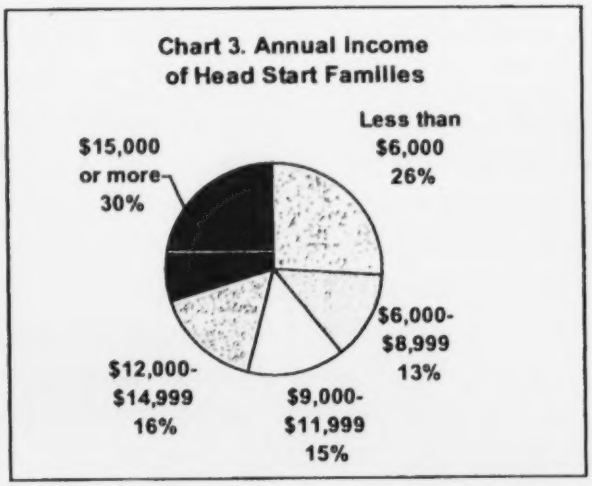
Chart 1. Head Start Enrollment by Program Type



Family Characteristics

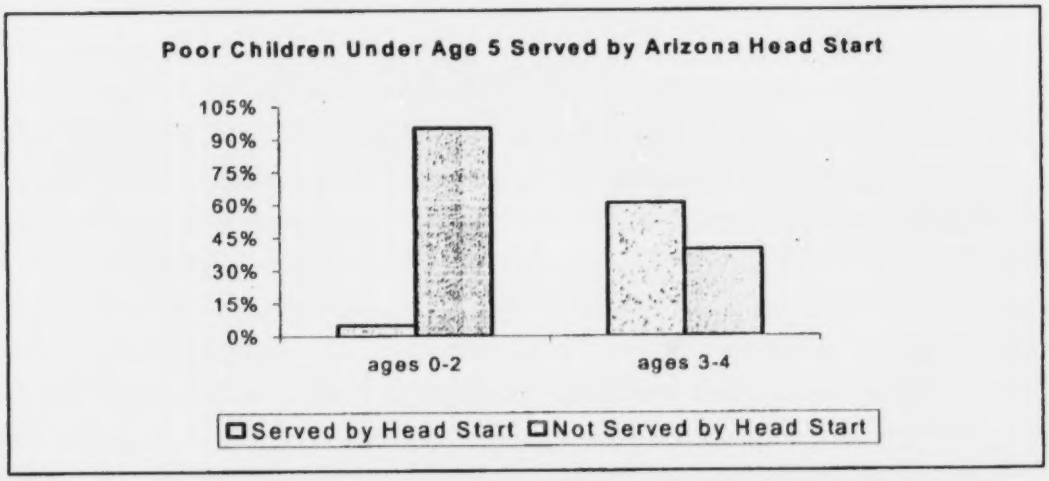
Of the 20,882 families served by Head Start agencies in Arizona:

- 51% of the heads of household are employed full time, 10% are employed part time, and 39% are unemployed.
- 12% receive Temporary Assistance for Needy Families (TANF).
- 26% earn less than $6,000 per year, 13% earn between $6,000 and $9,000, 15% earn between $9,000 and $12,000, 16% earn between $12,000 and $15,000, and 30% earn $15,000 or more per year.



Unmet Need: The Challenge Remains

While enrollment in Head Start has grown significantly in Arizona over the past decade, programs are still only meeting a fraction of the need. Head Start is able to serve about one in every four young children who may be eligible to participate.



See Appendix A for a table detailing program information for each Head Start grantee/delegate agency.

PART FOUR

Arizona Head Start Association in Action

To further advance the goals of federal Head Start and local Head Start agencies, the Arizona Head Start Association has worked over the last year to become a more formal and supportive organization, monitor the quality of programs, and coordinate with others in the early childhood arena to improve programs and policies for young children in Arizona.

Strengthening the Association

2001 was an exciting year for the Arizona Head Start Association. With funding from the Arizona Head Start Collaboration Project, AHSA was able to undertake important association-building and communications projects, including hiring a project director, launching a web site, starting a regular newsletter, and developing a strategic plan.

- **AHSA Project Director**—In 2001 Laura Walker was hired as AHSA's project director. This important position will help ensure continuity and structure to AHSA, build tighter communication among AHSA members, and raise awareness of AHSA among others in the early childhood community.
- **AHSA Web Site**—With much input from AHSA members, one of Ms. Walker's first assignments was to develop and implement an association web site. This site (www.azheadstart.org) is the hub of information about the Association, featuring new information about Head Start agencies, advocacy, training resources, employment notices, and a message board.
- **AHSA Newsletter**—To continue efforts to improve communication among AHSA members and promote AHSA to others in the early childhood community, the Association launched a quarterly newsletter. The newsletter highlights partnerships, the Collaboration Project, team building resources, AHSA business, and key dates. The newsletter is mailed to over 200 Head Start community members, partners, and state and national policy makers.
- **Strategic Plan**—In October, over 50 Arizona Head Start directors and staff gathered to develop AHSA's 2001-2002 Strategic Plan. This document outlines the goals and objectives for each of AHSA's current committees and creates a vision for the development of new committees.

Head Start Region IX Scholarship Awards

Each year, Region IX of the National Head Start Association gives three awards to members of the Head Start community. These awards, worth $1,000, can be used to further the applicant's educational goals. In 2001, members of the Arizona Head Start community won two of these prestigious awards:

- **Pilar Tempo**—Torcey Wiley Memorial Education Award Recipient
- **Maria Guerrero**—Al Orozco Memorial Education Award Recipient

In addition, two members of the Arizona Head Start community, **Orly Maor** and **Renee Skau** received National Head Start Association awards worth $1500.

Monitoring the Quality of Head Start

Head Start takes program monitoring very seriously. From its federal program standards to everyday operational protocol, Head Start programs are monitoring the quality and impact of programs on a daily and yearly basis.

By working together as an Association, the Head Start community in Arizona is exceeding its peers in its efforts to monitor programs and identify ways to improve programs and services. Three efforts in 2001—the Outcome Study, the Facility Capacity Study, and Community Assessment Report—bolstered AHSA's efforts to monitor and improve program quality.

The Arizona Head Start Outcome Study: A key question that members of the Head Start community, parents, and public policy officials across the nation want to know is: What is the scope of Head Start's impact?

To address this important question the Arizona Head Start Association began in 1997 a systematic, ongoing process to examine the impact of Head Start in key areas, including health, family development, and child development. With the assistance of independent research consultant Lori Mulholland, the AHSA Research and Evaluation Committee identified key indicators and data collection methodologies that build on current practice and provide new ways to monitor program quality. As this is quite an extensive undertaking, the Outcome Study has been phased in over a period of years, starting with health outcomes, and then moving to family development, and child development arenas.

While a significant undertaking, this project has yielded tremendous results. Below is a sampling of the kinds of findings emerging from the Arizona Head Start Outcome Study[18]:

Health:

- More than half of children who began the year without a medical home were helped to secure one by year's end.
- Two-fifths of children who began the year without a dental home were helped to secure one by year's end.

Family Development:

- Of Head Start parents who do not have a High School diploma and were pursuing a GED, about two-thirds of mothers and half of the fathers obtained the GED and some continued on for further education.
- Of those parents without High School diplomas who had yet to start pursing a GED and were interested in doing so, 26% of mothers and 8% of fathers enrolled in a GED course by year's end.
- Of parents unemployed at the start of the Head Start year, 15% of mothers and 37% of fathers were employed by the end of the year. While these figures may seem low, it is important to note that a number of families are unemployed for reasons that don't change quickly, such as a disability.

Head Start programs have used this information in a variety of ways. For example, a recent decline in the proportion of Head Start children with a medical home encouraged members of the Arizona Head Start Association with the Head Start Collaboration Council Head Committee to discuss ways in which changes to the health

care delivery system and other public policies have affected Head Start families and what can be done to ensure that Head Start children receive appropriate, consistent medical care.

The Outcome Study has been so successful, in fact, that there are now plans to continue to refine data collection efforts and address additional questions. For example, the research will address the impact of Early Head Start and the impact of two-years of Head Start versus just one year.

For copies of the Arizona Head Start Outcome Study contact AHSA at 480-829-8868.

Arizona Head Start Facility Capacity Study: Facilities—the actual physical space that programs operate in—are an important element of the quality of Head Start programs. A good quality facility—with adequate, appropriate space for children and adults—can enhance programming and learning.

Too often facilities are overlooked as critical elements of early childhood programs. Head Start program standards require that Head Start agencies meet stringent facility standards that, in many cases, exceed state licensing regulations. At the same time, Head Start agencies are under increasing pressure to meet the mounting demands for services.

To better understand the current state of Head Start facilities in Arizona and the ability to expand programs, the Arizona Head Start Association asked research consultant Ami Nagle to undertake a Facility Capacity Study in the spring of 2001. This study examined research on the role of facilities in child development and collected data from Arizona Head Start sites—including those in schools, child care centers, government buildings, and community-based organizations—regarding current facilities and their need and ability to expand in the future.

This report identified several reasons why facilities matter to Head Start programs: facilities affect child development, staff efficiency, and program expansion possibilities.

In addition, this project surveyed staff at 226 Head Start sites across the state to capture the state of Head Start facilities. In the first-ever, broad-based look at Head Start facilities in Arizona, this study found:

- Just under one-half of programs own the space they are currently in and for those that are renting or borrowing space, it is mostly from schools or federal, state or local government agencies.
- About 57% of sites indicate they had facility related problems. These problems included playground problems, plumbing problems, maintenance and repair issues, etc.
- 74% of sites indicate that they need to expand the number of children served in order to meet community need.
- 84% of sites indicated that there was no room to expand at the current site. The kinds of facility changes needed to undertake expansion were substantial, including adding on to the building, remodeling classrooms, adding offices, teacher planning and parent space, etc.

For the Arizona Head Start Association, this project was an important way to document facility issues and raise awareness in the early childhood community as well as among government officials about the need to ensure that programs for young children happen in supportive environments.

For a copy of the Arizona Head Start Facility Capacity Study contact AHSA at 480-829-8868.

Community Assessment--Improving Head Start Grantee and State Systems: National performance standards require Head Start grantees to undertake a community assessment every three years. This community assessment—identifying the needs of and services provided to families with young children is the cornerstone of Head Start program planning.

The Arizona Head Start Association, in conjunction with the Arizona Governor's Division for Children and the Arizona Head Start Collaboration Advisory Council, recognized that in order for these community assessments to be effective, the planning process must continually be upgraded. At the same time, the Arizona Head Start Association's Research and Evaluation Committee was struggling with ways to capture the needs and assets in communities across the state, and realized that Head Start programs could be doing more to assess needs and assets in their local communities.

However, they needed guidance.

National performance standards provide a very flexible set of guidelines that enable programs to take on a variety of kinds of community assessments. Programs were looking for more concrete advice on community assessments, which recognized the difference between taking on a community assessment in a large, rural area and a small, urban area.

In May 2001, Kip Kelly of AHSA member organization, Northern Arizona Council of Governments, prepared a report that identifies the essential elements of a Community Assessment, common data collection methodologies, and the steps involved in a model community assessment. In addition, the report identifies specific areas that Arizona Head Start grantees should address in order to improve community assessments. For example, creating partnerships with local community organizations and service providers to ensure that the assessment is meaningful and useful, and creating partnerships with state governmental agencies to improve the usefulness of state program data in development of community assessments. In addition, the report highlights the importance of Head Start agencies in finding ways to identify special needs children in their local community. As Head Start programs are often the first to identify special needs in young children, it is critical that they be able to have a better understanding for the overall special needs population in their community.

This important resource has been helpful to local Head Start agencies as they work to refine their own needs and asset assessment efforts.

For copies of The Community Assessment: Improving Head Start Grantee and State Systems, contact AHSA at 480-829-8868.

"I am grateful to the Head Start program for it has made a difference in my children's lives – a positive one."

Improving Quality: Maricopa County Programs Win National Head Start Quality Award

Started in 1994, the National Head Start Association (NHSA) was created to recognize the important achievements that programs were making to improve quality on a number of fronts, including program management and services to children.

Under the Direction of Dr. Kathy Hayden, the Maricopa County Head Start program was recognized as a "Program of Achievement" by NHSA for its work to improve quality programming.

Among the unique features of the Maricopa County efforts are special programs to train parents to become substitute or qualified teacher aides in the Head Start classroom, and a Leadership Academy to help staff develop managerial skills. In addition, the program has been designated a "training model" by the Arizona Early Intervention program and works to help other early childhood programs identify children with developmental delays and refer them to appropriate and timely services. Finally, the program is also working with health programs to develop and implement a collaborative model of health services delivery. This model program provides information to parents, helps to identify health concerns and needs, and helps families get needed services.

Expanding Professional Development

In 2001, AHSA coordinated a Directors and Managers Training Conference. This exciting event was an opportunity not only to provide training to Head Start agency directors, as AHSA had done in the past, but to open training opportunities up to agency managers as well. AHSA believes that providing training to multiple staff within agencies is a way to improve program quality, provide growth opportunity to junior-level staff, and develop a broader network of AHSA members.

Drawing more than 70 Conference participants from all across the state, participants spent two days of specialized training in Sedona, participating in sessions focused on outcomes, retention, building children's self-esteem, partnerships, and advocacy. Keynote speakers included Betsy Haas of Esteemed Human Development International in California and Alan Lopatin of Valente, Lopatin & Schulze in Washington, D.C.

Participants reported that they left the meeting with renewed motivation and excitement for Head Start programs and in AHSA.

Improving Early Childhood: Head Start Collaboration Advisory Council

Since the beginning, Head Start agencies have been active members in the community to improve early childhood services. One of the primary ways the Arizona Head Start Association works to improve the system of early childhood programs in Arizona is through participation in the Arizona Head Start Collaboration Advisory Council.

In the early 1990s the Administration for Children, Youth, and Families set aside funds to help create partnerships at the state level to support the development of multi-agency and public/private partnerships to improve the system of early childhood services.

In 1996, Arizona received its first Head Start-State Collaboration grant and established, through executive order, the Arizona Head Start Collaboration Advisory Council. The purpose of this council is to "advise and help in the development, implementation and evaluation of a statewide plan that will include policies and program practices to promote collaboration among federal, state, public, and private agencies that serve the health, well-being and developmental needs of young children and their families."[19]

The 24-member Advisory Council is comprised of Head Start directors, statewide child care organizations, state officials, representatives of public and private social service organizations, and members of the business community. Working though a system of subcommittees, the Council addresses both short- term and long-term issues. For example, the Council has been working to raise awareness of and address the problems of Arizona's child care reimbursement system, licensing issues, and program quality. In the longer-term, the Council is working to raise awareness of how major policy changes affect children and families, and ways to ensure that public policy and programs protect and promote the well-being of young children.

According to Maggie Molloy, Executive Director of Child-Parent Centers of Tucson, Inc. and member of the Collaboration Council, "The Council is an important forum where the Head Start community can network with other key players in the early childhood community and work together to improve the lives of young children in Arizona."

The Council has been able to raise a number of important issues and recommend changes to improve the system of early care and education in Arizona. For example, the Council recommended that state-supported child care subsidies offered to providers who care for children of working-poor families be adjusted to correspond with the 75th percentile of rates as found in the most recent (1998) Market Rate Survey. Council members worked to identify this as a key issue and raise awareness among policymakers and the public. This important policy change was voted into law in 2001.

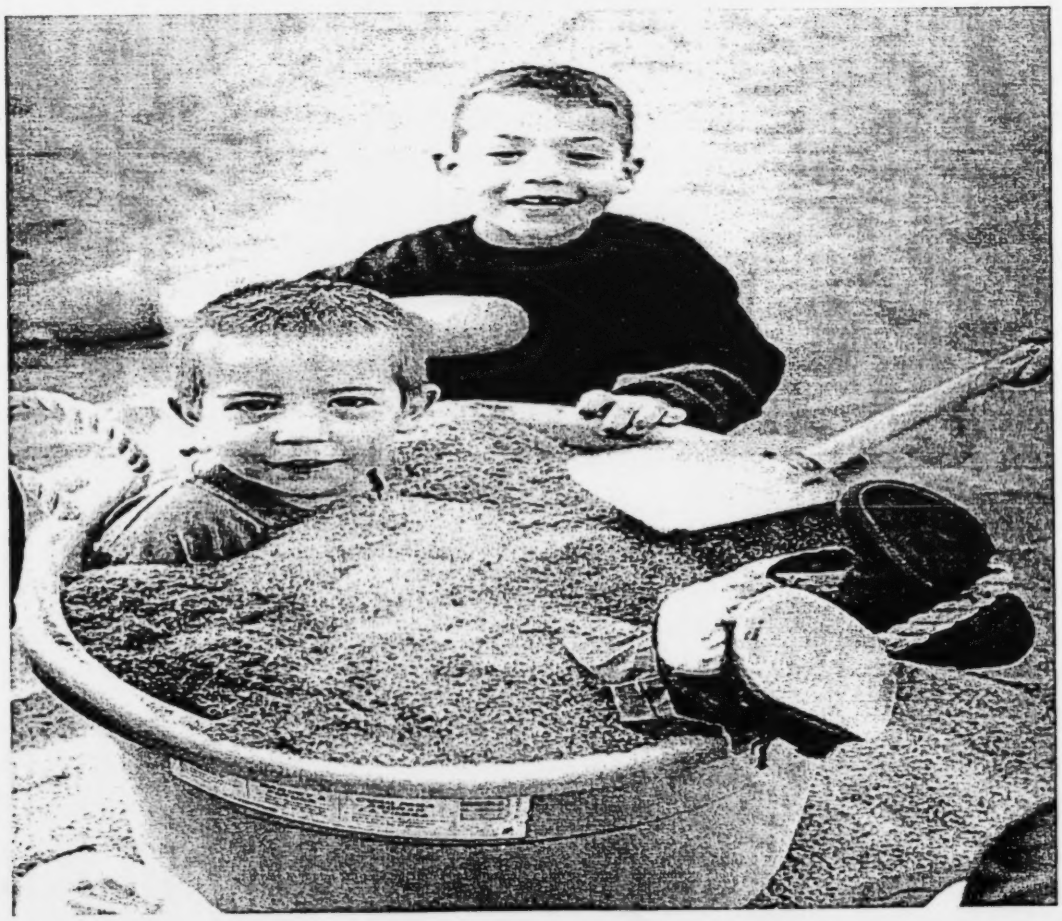
Building on its successes, but realizing that there is considerable work left to be done, the Council's 2002-2004 strategic plan identifies several key directions, including:

- *Issue analysis*—drawing on the expertise of the Council to identify emerging issues and possible solution strategies, gather information about promising approaches used in other states, and make recommendations for action;
- *Public Awareness*—recognizing the importance of public engagement to improving early childhood services, the Council will work to develop messages, methods of delivery, and partners for aggressive public awareness efforts;

- *System Enhancement*—working to address the many problems in the system of early care and education in Arizona, including issues of compensation, quality, facility issues, and health care; and
- *Partnerships*—recognizing that this work is only possible if a great many people work towards success, the Council will expand and strengthen partnerships among Council members and between the Council and other important early childhood players.

For more information on the Arizona Head Start Collaboration Advisory Council, contact Mark Nagasawa at 602-542-3483.

"The Council is an important forum where the Head Start community can network with other key players in the early childhood community and work together to improve the lives of young children in Arizona."
--Maggie Molloy, Executive Director
Child-Parent Centers of Tucson Inc.



Appendix A. Arizona Head Start Grantee and Delegate Agencies Information 2000-2001

Grantee/Delegate	Address	Director/ Telephone	Staff	Volunteers	Children Enrolled	Families Served
Alhambra Head Start	3001 W. Hazelwood, Phoenix 85914	Mrs. Elaine Stockton (602) 246-5155	80	470	320	310
Booker T. Washington	1522 E. Adams Street, Phoenix 85034	Ms. Lille Dye (602) 252-4743	31	510	197	187
Cartwright Head Start	5480 W. Campbell Ave., Phoenix 85031	Mr. Isaac Salcido (623) 691-5127	42	654	407	393
Washington School District Head Start	8430 N. 39th Ave., Phoenix 85051	Mr. Lou Krafts, (602) 347-2206	38	718	416	409
Chicanos Por La Causa, Inc.	1046 E. Buckeye Rd., Phoenix 85034	Director (602) 307-9752	123	630	684	522
Child-Parent Centers, Inc.	602 E. 22nd Street, Tucson 85713	Ms. Margaret Molloy (520) 882-0100	440	2565	2247	2479
City of Phoenix	200W. Washington, 19th Floor, Phoenix 85003	Karen Easley (602) 262-4040	101	264	169	144
Cocopah Tribal Council Head Start	County 15th & Avenue G, Somerton 85350	Ms. Lolinda Lee (520) 627-2811	6	41	20	16

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Grantee/Delegate	Address	Director/ Telephone	Staff	Volunteers	Children Enrolled	Families Served
Colorado River Indian Tribes	RR1, Box 39X, Parker 85344	Ms. Caroline Alcaida (928) 662-4311	39	358	183	194
CSS/CAN Westside Head Start	7400 W. Olive Ave., Phoenix 85345	Ms. Linda Brown (623) 486-9868	171	1258	891	1069
Deer Valley Unified School District	18440 N. 15th Ave., Phoenix 85023	Mrs. Dorothy Hansen (602) 467-6130	17	265	155	150
Golden Gate Head Start	1625 N. 39th Ave., Phoenix 85009	Mrs. Nan Nelson (602) 233-0043	20	239	217	201
Greater Phoenix Urban League Head Start	3851 West Weir Ave., Phoenix 85040	Mrs. Carolyn Pitts (602) 276-9305	22	332	200	187
Hopi Head Start	P.O. Box 123, Kykotsmovi 86039	Anita Poleahla (520) 734-7126	40	311	195	193
Lincoln Learning Center	34 E. Sunnyslope Lane, Phoenix 85020	Ms. Diana Howsden (602) 371-1270	11	148	91	87
Maricopa County Head Start	234 N. Central, Phoenix 85004	Dr. Kathy Hayden (602) 506-5911	241	1737	1276	1495
Murphy Head Start	2615 W. Buckeye Rd., Phoenix 85009	Mrs. Nefretari Salahdeen (602) 233-1771	28	270	230	208
NACOG Head Start	121 E. Aspen Ave., Flagstaff 86001	Mr. Jesse Rodriguez (928) 774-9504	352	3956	1862	1729

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Grantee/Delegate	Address	Director/ Telephone	Staff	Volunteers	Children Enrolled	Families Served
Navajo Nation Head Start	P.O.Box 3479, Window Rock 86515	Ms. J. Kaibah Begay (520) 871-7866	823	2885	4013	6436
Pascua Yaqui Head Start	7474 S. Camino de Oeste, Tucson 85746	Graciela Ramon (520) 879-5740	24	159	72	69
Phi-Iota Omega Child Development Center Head Start	125 E. Lincoln Street, Phoenix 86004	Mrs. Teresa Anderson (602) 252-4902	23	402	221	215
Pinal Gila Community Child Services, Inc.	1750 S. Arizona Blvd., Coolidge 85228	Dr. Sherry Ulmer (520) 723-5321	157	1968	972	931
Roosevelt School District #66 Head Start	6000 S. 7th Ave., Phoenix 85040	Mrs. Martha Baca (602) 243-2632	32	731	288	268
Salt River Head Start	10005 E. Osborn Rd., Scottsdale 85256	Mrs. Barbara Parker (480) 850-7638	22	193	72	99
San Carlos Apache Tribe Head Start	P.O. Box O San Carlos 85550	Ms. Leona Hosteenez (928) 475-2740	44	129	233	214
South Mountain YMCA Head Start	222 E. Olympic, Phoenix 85040	Director (602) 276-4247	16	228	112	101
Southminster Head Start	1923 E. Broadway, Phoenix 85066	Mrs. Kim Pollins (602) 268-6738	20	112	177	160
Southwest Human Development	202E. Earll Drive, Suite 140, Phoenix 85012	Ms. Mary Dana (602) 266-5976	234	2242	820	886

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Grantee/Delegate	Address	Director/ Telephone	Staff	Volunteers	Children Enrolled	Families Served
Tohono O'Odam Nation	P.O. Box 837, Sells 85634	Ms. Cheryl Encinas (520) 383-8750	53	320	253	208
WACOG Head Start	224 S. 3rd Ave., Yuma 85364	Ms. Cecile Durand (520) 782-1886	158	1190	976	921
White Mountain Apache Head Start	P.O. Box 699, Whiteriver 85941	Ms. Cornelia Clendon (928) 338-4938	65	210	269	267
Wilson Head Start	430 N. 30th Place, Phoenix 85009	Ms. Hope Edwards (602) 231-0373	17	257	124	118

Information drawn from Program Information Report 2000-2001

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Endnotes

[1] Brooks-Gunn, J and G. Duncan. Summer/Fall 1997. "The Effects of Poverty on Children." The Future of Children: Children and Poverty. Vol. 7:2.
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[7] U.S Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. 1997. "Parent Involvement in Head Start Summary of Findings." Report prepared by Bush Center in Child Development and Social Policy, Yale University, Fort George Community Enrichment Center Head Start, and Staten Island Mental Health Service Head Start.
[8] U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. June 1985. The Impact of Head Start on Children, Families and Communities. Final Report of the Head Start Synthesis Project
[9] Currie, J. and D. Thomas. June 1995. "Does Head Start Make a Difference? American Economic Review. Vol. 85:3.
[10] U.S Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. January 2001. Head Start FACES: Longitudinal Findings on Program Performance. Third Year Progress Report.
[11] U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. January 2001. "Building Their Futures: How Early Head Start Programs are Enhancing the Lives of Infants and Toddlers in Low-Income Families. Summary Report."
[12] U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. January 2001. "Building Their Futures: How Early Head Start Programs are Enhancing the Lives of Infants and Toddlers in Low-Income Families. Summary Report."
[13] U.S Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. 1997. "Parent Involvement in Head Start Summary of Findings." Report prepared by Bush Center in Child Development and Social Policy, Yale University, Fort George Community Enrichment Center Head Start, and Staten Island Mental Health Service Head Start.
[14] Head Start Program Regulations at http://www2.acf.dhhs/programs/hsb/regs/rg_index.htm#progperf.
[15] For more information on program options see Program Standards. Par 1306-Head Start Staffing Requirements and Program Options.
[16] These data represent reports submitted by 27 Head Start agencies, 1 Migrant agency (Chicanos por la Cuasa) and 9 American Indian agencies (Salt River Head Start, Pascua Yaqui Head Start, The Navajo Nation Head Start, Tohono O'Odahm Nation, San Carlos Head Start, White Mountain Apache, Hopi Head Start, CRIT, and Cocopah Tribal Council)
[17] To develop the number of children in need of Head Start, we identified the total number of Arizona children under age 5 (based on 2000 Census figures), and multiplied this figure by the percentage of Arizona children under age 6 in poverty (based on three-year averages based on Current Population Survey data).
[18] Data reflect information drawn from The Arizona Head Start Outcome Study: 3rd Annual Progress Report (Revised January 31, 2002).
[19] Executive Order 2000-18 Head Start Collaboration Advisory Council. Arizona Administrative Register. Vol 6:43. October 20, 2000.

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